

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

English as an Additional Language or Dialect Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5, Element 6

Sample 1 - What rating (or ratings) has the group assigned this sample?

C+

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Register was appropriate. Good use of some persuasive language features (questions, emotional appeal). Whilst majority of sentences were simple, there were some complex and compound sentences. Pronunciation was very unclear on some key words, meaning was quite impeded at times. Some self-correction took place.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Improved quality and accuracy of pronunciation especially of core words related to topic and text type. Increased complexity of sentences. Less reliance on reading fully prepared script.

Sample 1 - Summary of group consensus with comments to element level if applicable.

NA

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Student to practice pronunciation with specific word focus.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5, Element 6

Sample 2 - What rating (or ratings) has the group assigned this sample?

B+

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Some pronunciation errors. Good register though a lot of informal conversational fillers (almost native-speaker like in use - ums and pauses). Able to produce oral text with only some reference to speaking notes.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Key words related to topic and text need to be correctly pronounced.

Sample 2 - Summary of group consensus with comments to element level if applicable.

NA

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Improvement in formal register (less ums/pauses), pronunciation, clearer explanation of terminology used to enable clear listener understanding.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5, Element 6

Sample 3 - What rating (or ratings) has the group assigned this sample?

A-

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Good range of arguments, good range of vocabulary. Coherent and logical sentence structure. Some sentences did seem to bleed into one another in the oral presentation though.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Clearer pronunciation and full verbalisation of words (no missing word endings).

Sample 3 - Summary of group consensus with comments to element level if applicable.

NA

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Encouraged to put key ideas onto cue cards to demonstrate a more independently oral presentation (rather than reading aloud). More practice with SAE pronunciation, especially key concept/content words. More use of non-verbal communication (eye contact, posture to engage audience).

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

C2 all elements

State the name of the person who will be providing the samples for moderation

Zoe Smith

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Great resource for improving grammar, self-study, etc: [Breaking News English.com](https://www.breakingnews.com.au/)
[Kidsnews.com.au](https://www.kidsnews.com.au/) also useful - often has audio of articles.
 6-minute English (BBC).

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Clarity in C4 elements and whether speaking needs to specify that spontaneously generated speech (rather than fully reading prepared script) is preferable. Should there be an element that assesses read aloud text as different to generating sentences whilst speaking, as well as something about non-verbal communicative strategies (ie: eye contact)?